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| **Halifax County Schools - Elementary School Weekly Lesson Plan** | | | | | |
| Subject: | **Teacher:** | | **Grade Level:K** | **Date(s): Week 3 September 12-16, 2016** | |
| **Curriculum Area:** | Math | | **I Can Statements & Learning Targets (I can……..):** | I can understand that the last object counted tells the number of objects in a group.  I can understand that the number of objects in a group can be rearranged and the total number will be the same. | |
| **Content: NC ScoS** | **CC.1** Count to 100 by tens and ones;  **CC.4** Understand the relationship between numbers and their quantities  a. Say the number names in standard numbers  **b. Last number named said tells the number of objects counted**  c. Each successive number names a quantity that is one larger | | **Technology Standards & Resources:** |  | |
| Essential Question(s): (What question(s) should students be able to answer at the end of the lesson/unit?) | Why do we count? | | **Higher Order Thinking/Revised Blooms:**  (Questions that will enable students to find connections or extend learning.) |  | |
| **Vocabulary:**  Academic/Content | Arrangement, total, same, count, order | | **Teacher Resources:** | This site has an entire module of lessons on counting and cardinality, you might want to look at these lessons as well. <https://www.engageny.org/sites/default/files/resource/attachments/math-gk-m1-full-module.pdf> | |
| **Monday**  **Subject Integration:**  **This week you really want to focus on numbers 6 -10.** | **Whole Group**  Lesson plan is attached in document  <http://cc.betterlesson.com/lesson/524465/my-messy-room-organizing-with-a-ten-frame>  <https://docs.google.com/document/d/1-DU4YzxudGeT1ymmWqCnHT_nZUHoL_QtElbTUG2dYlM/edit?usp=sharing> | | **Small Group**  Fingerprint booklet  <http://homeschoolcreations.com/files/Fingerprint_Counting.pdf> | | **Independent Work**  Playdough numbers – Have students use playdough to make the numbers and also put dots representing the number.  <http://homeschoolcreations.com/files/Number_Playdough_Mats_1-10.pdf> |
| **Tuesday**  **Subject Integration:** | **Whole Group**  Use the text, Ten Black Dots. The following link gives the entire lesson plan and activity booklet.  <http://www.cpalms.org/Public/PreviewResourceLesson/Preview/31379> | | **Small Group** | | **Independent Work**  Number puzzles  [**https://drive.google.com/file/d/0B7x2K5R-ago4aGdsR3E0QUpPVjBYUXZSeTFBWEVlX0tDRjJF/edit?usp=sharing**](https://drive.google.com/file/d/0B7x2K5R-ago4aGdsR3E0QUpPVjBYUXZSeTFBWEVlX0tDRjJF/edit?usp=sharing) |
| **Wednesday**  **Subject Integration:** | **Whole Group**  **Counting Mat Activities**: Tell the students that today they will use all the numbers **1 through 10** to complete counting mat activities. Tell students that they will be working with two different colors of squares. Be sure to work through all the steps for each number from 6 through 10.  **A. Get Started**  Number tiles at the top, in order 1-10  Red and Blue squares at the bottom  Let’s count and point  **B. Make a number**  See my 6 (point to giant number card 6). Move your 6 down like this.  Now put 6 square inch tiles under the 6. You can choose any 6 squares you wish.  **C. Relate visual quantity to fingers, sounds, or body motions**  Ask children to show 6 fingers, make 6 animal sounds, clap 6 times, etc.  **D. Change arrangements**  Each number can be arranged in many different ways and look different, but the number remains the same. Have children move their 6 squares so they look different. Ask the students do you still have 6? (yes!). Have students count the squares and discuss why the number did not change (this helps develop the concept of conservation of number). Ideas: 6 in a row; 6 in a tower; touching at a corner; touching on a  E. **Copy the arrangement of another person**  Ask the children to make their arrangements of 6 look like an arrangement of 6 that you, the teacher, have made. If children are using different colors, discuss how the arrangements of 3 are alike. Then discuss how they are different.  Repeat for numbers 6 -10 | | **Small Group** | | **Independent Work** |
| **Thursday**  **Subject Integration:** | **Whole Group**  Follow this link to reinforce counting objects using the text, The Very Hungry Caterpillar. This also has small group activities as well. This lesson may take two days to complete.  [**http://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=10&ved=0CGwQFjAJ&url=http%3A%2F%2Fmdk12.org%2Finstruction%2Facademies%2Fresources\_2013%2FMAhttps://www.dropbox.com/s/nanfgppdjvenk49/TenBlackDotsPrintables.pdfTH%2Fpdf%2FMath\_unit\_resources%2FK%2FM\_K\_CC\_B\_4a\_c\_LP\_HowMany.doc&ei=7GLJU7TyE\_TNsQS7xYGgAQ&usg=AFQjCNF71oVi09xFblhW\_dRmzWenuDmbEw&sig2=ksNMOL7vEy1T9LW14cRdzA&bvm=bv.71198958,d.cWc**](http://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=10&ved=0CGwQFjAJ&url=http%3A%2F%2Fmdk12.org%2Finstruction%2Facademies%2Fresources_2013%2FMATH%2Fpdf%2FMath_unit_resources%2FK%2FM_K_CC_B_4a_c_LP_HowMany.doc&ei=7GLJU7TyE_TNsQS7xYGgAQ&usg=AFQjCNF71oVi09xFblhW_dRmzWenuDmbEw&sig2=ksNMOL7vEy1T9LW14cRdzA&bvm=bv.71198958,d.cWc) | | **Small Group** | | **Independent Work** |
| **Friday**  **Subject Integration:** | **Whole Group**  Referring back to the text, The Very Hungry Caterpillar. Use sidewalk chalk to draw a caterpillar with circles or you could use construction paper circles. Label each circle with a number from 1 -10. Have the student play like hopscotch on the caterpillar board. Count while they hop.  OR play Shake and Count. Put circle shaped objects such as buttons in a small plastic cup. Have the students shake and drop the objects out and count them. You could have stations set up around the room with cups already filled and have the student rotate around. | | **Small Group**  This could be done in small groups or independent work depending on the group of students you have. Use circle sticker dots and have them make a caterpillar. Write the numbers on each circle (No more the 10 circles). | | **Independent Work** |
| **Reflection-Checking for Understanding**  Students in need of remediation:  Action/Activities: | | **Reflection-Checking for Understanding**  Students on target:  Action/Activities: | | | **Reflection-Checking for Understanding**  Students who need enrichment:  Action/Activities**:** |